

Christian pedagogy

Academic credits

4 KP (6 ECTS)

Prerequisites

None

Approved by

Methodological Commission (August 2021)

Course author and Lecturer

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Content

Within the course, students get an idea of pedagogy as a branch of science, its history and development, and Christian pedagogy as its sub-branch. Students understand the objectives, content and tasks of Christian pedagogy, and familiarize themselves with the interaction between Christian and general pedagogy in history and today. Participants in the course get to know the general and Christian teaching methods, and study and analyze the relationship between religious education and the content of education and continuing education in the Church and the State. Students learn to form and formulate their views on Christian education and discuss the importance and necessity of the integration of Christian values in the State's educational and lifelong learning content in Latvia.

Aims

- To present the history, development and basic principles of general and Christian pedagogy;
- encourage discussion on educational topics.

Learning Outcomes

Knowledge

The students will know:

- the most notable educators in history and today, and their pedagogical concepts.

Assessment

Individual task
Test
Examination

Skills

The students will be able to:

- organise and manage the learning process at a simple level Individual task
- assess educational ideas and challenges related to Christian Examination
education and continuous education.

Competencies

The students will be able to:

- assess the relationship and relevance of pedagogy theory Test
and practice in the past and today; Examination
- to discuss topics related to education in church and
country.

FULL-TIME STUDIES

Lesson plan

<i>Subject</i>	<i>Academic hours (45 min)</i>
1. The object of Christian pedagogy, its objectives and goals. Common and different from the science of general pedagogy. The scholastic nature of Christian pedagogy.	6
2. Basic antique pedagogy messages. Religious upbringing in the context of the Old Testament. Education in Early Church. An insight into medieval pedagogy accents.	4
3. The contribution of St. Augustine and St. Aquinas to education theory. Pedagogical ideas of the time of the reformation. J. A. Comenius and <i>Didactica Magna</i> . Pedagogical ideas and religion of Enlightenment. Secularization of education.	12
4. Content, reforms and Christian values of education in C20-C21. Common and different characteristics of the Christian and secular parenting process (objectives, goals, methods)	4
5. The content of Christian education. The authority of Scripture. Large and Small catechisms as the foundation of Christian pedagogy. Choosing content and contextualizing it.	6
6. Characteristics of the students' age (psychological, thought, ethical, moral and belief principles, opportunities in Christian training). Needs, motivation, problems, issues and perceptions of the various ages	8

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7. The basis for forming the learning process. Characteristics, relationships and interaction, application in Christian pedagogy. Basic principles of teaching and learning. Principles of communication.	6
8. Principles of teaching (formal and functional principle, deductive and indicative principle), forms, methods, aids. Principles for the selection and use of aids and materials. Motivating teaching (material, duty, artificial motivation).	6
9. Catechesis lessons, Bible studies, Sunday school lessons, lectures – general characteristics.	12
<i>TOTAL</i>	<i>64</i>

Individual study plan

Individual studies	Number of hours to run
1. Study the literature sources specified by the lecturer.	64
2. Individual task	32
<i>TOTAL</i>	<i>96</i>

Assessment

	Learning Outcomes			% of the final score
	Knowledge	Skills	Competence	
Individual task	+	+		30
Test	+		+	30
Examination	+	+	+	40

Readings

Mandatory Readings

1. *Bībele*. 1965.gada revidētais izdevums. Rīga: LBB, 2003.
2. *Vienprātības grāmata* (Liber Concordiae). Augsburgas institūts, 2001.
3. Gudjons H. *Pedagoģijas pamatatziņas*. Rīga: Zvaigzne ABC, 1998.
4. Ķestere I. *Pedagoģijas vēsture: skola, skolotājs, skolēns*. Rīga: Zvaigzne ABC, 2005.
5. Kundziņš K. *Reliģijas mācība un ētika jaunatnes audzināšanā*. Rīga: Valtera un Rapas akc.sab. izdevums, 1927.

6. Špona A. *Audzinašanas teorija un prakse*. Rīga: Raka, 2001.
7. Žogle I. *Didaktiskās teorijas pamati*. Rīga: Raka, 2001.
8. Ēriksone E. *Identitāte: jaunība un krīze*. Rīga: Jumava, 1998.

Additional Readings

1. Anspaks J. *Pedagoģijas idejas Latvijā*. Raka, 2003.
2. Beļickis I. *Izglītības humānā paradigma un Latvijas izglītības reforma*. Rīga: Pedagoģu Izglītības atbalsta centrs, 1995.
3. Kamenskis J.A. *Lielā Didaktika*. Rīga: Zvaigzne, 1992.
4. Žukovs L. *Pedagoģijas vēsture*. Rīga: Raka, 2001.